



## H. E. Corley Elementary

1500 Chadford Road  
Irmo, SC 29063

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	509 Students	
<b>Principal</b>	Judith A. Franchini	803-476-4001
<b>Superintendent</b>	Stephen W. Hefner, Ed.D.	803-476-8000
<b>Board Chair</b>	Robert Gantt	803-781-5408

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Good</b>	<b>Average</b>
2012	Good	Average
2011	Good	Average
2010	Good	Good
2009	Average	Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2012-13 whose 2011-12 test scores were located

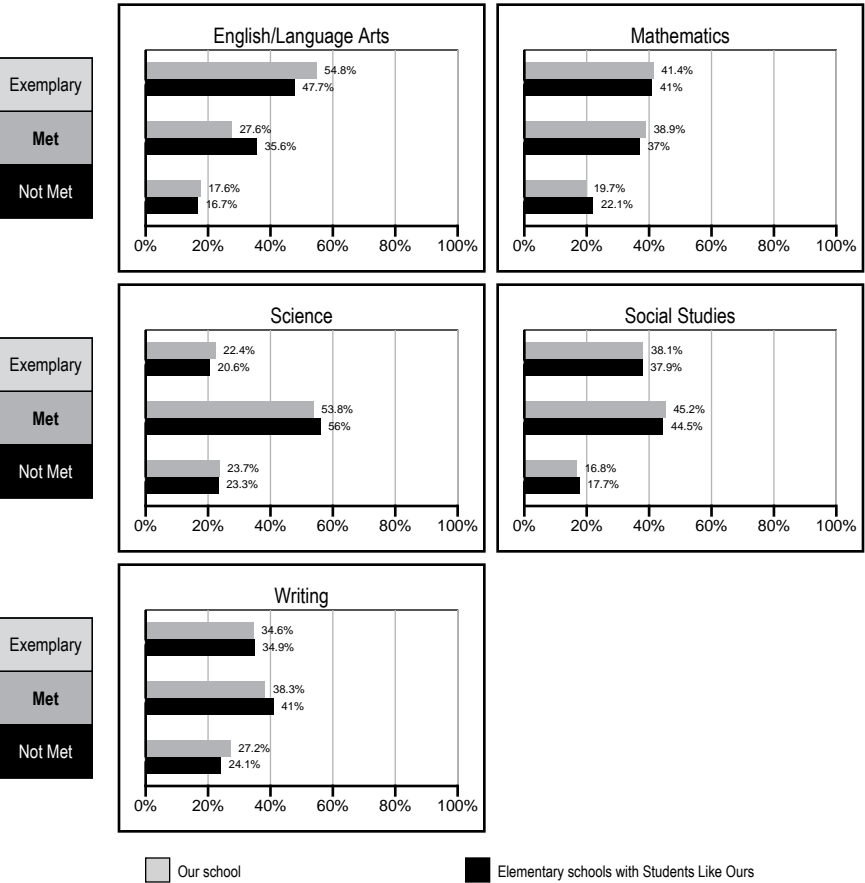
98.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
36	41	30	0	1

\* Ratings are calculated with data available by 12/14/2013.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=509)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	No Change	1.2%	0.9%
Attendance rate	96.8%	Down from 97.1%	96.2%	96.3%
Served by gifted and talented program	7.4%	N/A	8.6%	7.2%
With disabilities	15.3%	N/A	12.8%	12.4%
Older than usual for grade	0.7%	N/A	2.0%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=60)</b>				
Teachers with advanced degrees	63.3%	Down from 70.9%	64.2%	62.5%
Continuing contract teachers	81.7%	Down from 90.9%	86.6%	83.3%
Teachers returning from previous year	89.9%	Up from 87.8%	89.7%	88.3%
Teacher attendance rate	95.6%	Down from 95.7%	95.0%	95.0%
Average teacher salary*	\$49,239	Up 0.5%	\$48,849	\$48,193
Professional development days/teacher	13.2 days	Up from 11.7 days	11.4 days	11.0 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	6.0	4.0
Student-teacher ratio in core subjects	17.2 to 1	Down from 18.0 to 1	20.6 to 1	20.1 to 1
Prime instructional time	91.0%	Down from 92.0%	90.1%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$11,601	Up 3.5%	\$6,963	\$7,364
Percent of expenditures for instruction**	67.0%	Down from 67.1%	68.0%	68.0%
Percent of expenditures for teacher salaries**	66.0%	Down from 66.3%	66.0%	66.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

We work hard at H.E. Corley Elementary School (HEC) to serve our nearly 550 students in grades PK-5 and to fulfill our mission "in collaboration with parents, and community...to empower students to become life-long CHAMPS."

HEC staff developed the CHAMPS program with the goal of teaching our students the importance of being outstanding citizens as well as to encourage them to be self-motivated life-long learners. CHAMPS is comprised of six components: Character, Healthy Living, Achievement, Manners, Positive Attitude, and Service. Each month, every classroom teacher chooses one or two students who embody the CHAMPS principles as CHAMPS of the Month. Each nine weeks, all grade levels participate in a CHAMPS Celebration to recognize our Corley CHAMPS.

HEC has exceptional academically gifted, art, performing arts and foreign language classes. We also strive to encourage the physical health of our students by building their awareness for the need for physical activity and healthy eating habits. In 2012-13, our first priority was to raise student achievement through building strong relationships, engaging classroom work, and school-based professional development.

As part of our leadership focus, our students conducted their own conferences, led assemblies, and gave performances throughout the year. Students were given leadership roles within each classroom and served on the student council, the recycling team, and/or recognized as a monthly CHAMP. Students maintained notebooks containing achievement and personal goals and the data to support their progress. This data may have come from tests, classroom observations, and/or charts of their behavior. Students participated in two six-week clubs that included cooking, basketball, origami, drama, board games, art and drama.

Our teachers are highly qualified and continue to hone their skill in order to focus on the individual styles of each student. All faculty and staff participated in four days of "Leader In Me" training in preparation for our magnet school transition.

H.E. Corley received the Reward of Excellence from the SC Chapter of the National School Public Relations Association for Special Purpose Video and our newsletter, The Crocodilian. Gateway Baptist Church provided backpacks for our students. Weekend snack packs were provided by Acts Metro. Our generous PTO provided teacher luncheons, PASS snacks, related arts projects, and supported "Leader In Me" training. For the third year, we are providing support to rising first and second grade readers by providing a summer program to help them maintain their progress.

We are very grateful to the Irmo Arbor Day Committee for generously donating labor, plants, and landscaping material to beautify the front of our school. HEC continues to build relationships with business partners such as Fatz, Ameris Bank, Teresa Miley – State Farm, Chick-Fil-A, Publix and Diimmeler's Catering. We also continue to build bonds with the community as every grade level had family outreach initiatives.

Dr. Judith A. Franchini, Principal Mrs. Catrina Jones, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	50	88	55
Percent satisfied with learning environment	84%	84.1%	85.4%
Percent satisfied with social and physical environment	90.2%	85.3%	87.5%
Percent satisfied with school-home relations	76.5%	90.9%	81.1%

\* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	92.4
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

H. E. Corley Elementary school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☒ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	5.9%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
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Grades 3-5

All Students	666.5	657.6	628.2	650.7	100.0	99.6
Male	656.9	655.4	622.2	655.5	100.0	100.0
Female	674.5	659.4	633.4	646.8	100.0	99.3
White	682.7	674.3	649.6	672.0	100.0	99.1
African American	652.1	642.9	610.1	635.5	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	631.3	619.8	593.3	609.7	100.0	97.2
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	654.1	644.1	620.5	635.6	100.0	99.3
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	73	100	17.8	21.9	60.3	82.2
	4	85	100	16.9	36.1	47	83.1
	5	83	98.8	25.3	43	31.6	74.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	88	100	8.2	27.1	64.7	91.8
	4	78	100	20.8	33.3	45.8	79.2
	5	87	100	24.4	23.2	52.4	75.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2012	3	73	100	28.8	23.3	47.9	71.2
	4	85	100	12	39.8	48.2	88
	5	83	98.8	22.8	43	34.2	77.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	88	98.9	26.2	28.6	45.2	73.8
	4	78	100	15.3	43.1	41.7	84.7
	5	87	100	15.9	46.3	37.8	84.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2012	3	38	100	39.5	26.3	34.2	60.5
	4	85	100	27.7	60.2	12	72.3
	5	40	100	30.8	59	10.3	69.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	44	100	28.6	52.4	19	71.4
	4	78	100	18.1	58.3	23.6	81.9
	5	44	100	28.6	47.6	23.8	71.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	35	100	28.6	31.4	40	71.4
	4	85	100	15.7	53	31.3	84.3
	5	43	97.7	32.5	45	22.5	67.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	44	100	14	51.2	34.9	86
	4	78	100	13.9	45.8	40.3	86.1
	5	43	100	25	37.5	37.5	75
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	85	98.8	42	33.3	24.7	58
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	86	100	27.1	36.5	36.5	72.9
	4	78	100	28.8	35.6	35.6	71.2
	5	90	100	25.9	42.4	31.8	74.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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